



2019-2020 PRINCIPAL PREPARATION GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

ESEA, as amended by P.L. 114-95, ESSA Title II, Part A

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from

January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Attachment 1: *Leverage Leadership Readiness Assessment*

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS
Address City ZIP Phone
Primary Contact Email Phone
Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

Shared Services Arrangements

☒ SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

| Quantifiable Need | Plan for Addressing Need |
|---|---|
| Results of needs assessment indicates difficulty in recruiting and retaining qualified principals. In the last five years the district has experienced 5 principal openings only finding one candidate with experience and positive references in instructional leadership. | Provide leadership experiences and mentoring for a strong instructional candidate, ultimately preparing that candidate for success in a future principal role. Preparation will shift the focus toward a data driven instruction model which includes ongoing cycle of teaching and learning where staff assess the rigor of instruction, analyze data to identify gaps and act on a plan to reteach content. |
| CNA revealed the need for teacher development in improving instruction to impact student achievement as evidenced by a "C" in student achievement for the two campuses with less experienced principals. | With support from district administrators, principals identify instructional needs to select and provide meaningful professional development. Research based professional development and coaching conversations will include best instructional practices that will improve instruction and student achievement. |
| Results of the CNA show ACT average results of 19.32 which is 1.38 points below the national average indicating a need for transforming school culture to support a college readiness system. | District leadership will work in partnership with campus leadership to define the vision for a college readiness culture, set clear roles and foster conversations among teachers and leaders. Principals lead the change by using culturally responsive methods at the personal, instructional and institutional level. |

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By Summer of 2020, the principal candidate will obtain a principal certification and masters in educational leadership from Texas A&M-Commerce and be prepared to serve as an instructional leader at Cooper ISD in the areas of data driven instruction, teacher development, student achievement and college readiness school culture.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Benchmarks and milestones for the first quarter include:

1. Educator Preparation Program partnership with Texas A&M Commerce with established MOU that offers an approved curriculum to fit district needs. (February 2019)
2. Recruit and select principal candidate (February - April 2019)
3. Aspiring principal candidate applies for admission and is accepted into principal certification program (May 2019)
3. Mentor principals previously trained by New Leaders are selected by principal supervisors (March 2019)
4. Principal Preparation Summer Institute attended with mentor and aspiring principal. (June 2019)
5. Candidate completes coursework EDAD 615 (Leading Effective Schools) and EDAD 595 (Using Research for Best Practice) by (August 2019)

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Benchmarks and milestones for the second quarter include:

1. Candidate registered for EDAD 626 (Using the Law in Educational Practice), EDAD 656 (Building Capacity for Effective Learning), EDAD 619 (Designing Curriculum for Effective Instruction), and EDAD 561 (Multicultural Education) with approved EPP. (August 2019)
2. Provide Mentor Training (September 2019)
3. Field Supervisor will meet with site mentors and candidate to review learning outcomes with candidate related to curriculum rigorous residency with focus on instructional coaching using the DDI. (September 2019)
4. Participation / Coaching occurs in fall PLCs (September - December 2019)
5. T-TESS training (September 2019)

Third-Quarter Benchmark

Benchmarks and milestones for the third quarter include:

1. Candidate registered for EDAD 508 (Facilitating Learning for Diverse Students), EDAD 607 (Using Evaluation Data to Improve Learning), EDAD 554 (Learning the Learning Community), EDAD 610 (Learning the Learning Community Practicum) coursework through approved EPP. (January 2019)
2. Field supervisor and mentor administrator review previous quarter obstacles and review learning outcomes with candidate related to upcoming benchmarks and grant goals to insure activities assigned are rigorous with a focus on instructional coaching using the DDI. (January 2019)
3. Meeting with Field Supervisor, mentor and candidate to review course completion and approval for principal certification test. (May 2019)

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The Principal Educator Preparation Program and intense residency is designed for aspiring principals to have relevant and practical experiences.

Evaluation of learning outcomes and program goals will occur each quarter to monitor program success and identify areas in need of expansion and/or modification.

In order to effectively monitor progress the following will be reviewed:

- *Candidates success in leading PLCs with data from developed assessments, coaching notes and teacher prepared scripts for reteaching
- *Candidates success in observations and feedback using the T-TESS rubric with data from walkthrough notes, coaching notes and pre/post conference videos.
- *Candidates success in driving a college going culture with data from staff and student surveys.
- *Candidates participation in weekly Instructional Leadership Team PLC to immerse themselves with district initiatives, vision, DDI and culture monitoring best practices.
- *Candidate's ability to design and provide professional development alongside current PD calendar to address staff needs with a focus on DDI, growth mindset and college readiness culture

Data collected will be used to measure progress made toward grant goals. Modifications will be implemented to adjust the plan, and/or provide an added layer of support from Educational Service Center and district principal supervisors when adequate progress is not shown. If evidence does not support success toward grant goal, additional professional development for the candidate would include data driven instruction, culture and climate best practices, and instructional coaching.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

☒ The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.

☒ The applicant assures that the principal preparation residency is full-time and at least 1-year in length.

☒ The applicant assures that residents do not have significant classroom responsibilities.

☒ The applicant assures that residents do not hold a principal certification in the state of Texas.

☒ The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute in June 2019.

☒ The applicant assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.

☒ The applicant assures that Attachment 2: *Principal Preparation Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Preparation Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.

☒ The applicant assures they will select their EPP per LEA compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to brenda.garcia@tea.texas.gov for approval.

☒ The applicant assures understanding that full grant award will not be released until TEA staff have concluded the negotiation process and verified the MOU contains all the required elements listed on page 8 of 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

Statutory/Program Requirements

1. Provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria, including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. Also, provide the plan for considering the degree to which the diversity of the residents mirrors that of the student population in the recruitment and selection strategy.

CISD will utilize the Principal Educator Preparation program to transform teacher leaders into aspiring principals. The program will use administrative teamwork, campus based projects, district initiatives, authentic problem solving, and mentorship to prepare candidates to effectively lead a campus.

This program will expose candidates to all aspects of instructional improvement, operational issues, and navigation of interpersonal and organizational relationships. Candidates will participate in leadership development that focuses on personal leadership, use of data, teaching and learning professional development and resource management.

The Principal Educator Preparation Program at Cooper ISD will recruit, select and prepare teacher leaders which demonstrate the following:

- District Leadership referral of candidates who have proven instructional success and leadership potential
- Formal interview to identify candidates likelihood of completing program and genuine drive to transform a school
- Track record of measurable student achievement on SLOs, District Checkpoints and State Assessments
- Demonstrates areas of distinguished and accomplished on T-TESS performance evaluations
- Interpersonal leadership skills among staff demonstrated in PLC work
- Professional development previously led district and campus wide
- Observations and feedback supports district initiatives being implemented in instruction
- Embraces a growth mindset and desire to learn and lead others
- Demonstrates effective instruction with diverse student populations
- Considered a change agent among leaders and peers
- Demonstrates a clear understanding of college readiness standards
- Close consideration is always given to applicants which mirror student demographics

Statutory/Program Requirements

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Cooper ISD strives to develop great principals who are well prepared and inspired to be a change agent. Principals are expected to manage staff and buildings, evaluate teachers, serve as an instructional leader, provide support to teachers and create a safe, supportive learning environment. Learning to lead through management practices, data analysis, action, reflection and accountability is what we encourage from leadership at CISD.

The purpose of a principal educator preparation program is to allow for a rigorous experience that is designed to gradually release the aspiring candidate from guided learning to more substantial leadership responsibilities.

Evidence to support the success of the grant would be a successful refinement in the application of data driven instruction, increased teacher development, and an improved college readiness culture.

Coursework:

Cooper ISD will partner with Texas A&M Commerce to provide 30 hours of coursework that blends leadership and management with effective best practices to address problems of practice. Courses are researched based and designed specifically for the aspiring principal to develop their leadership capacity. The residency includes a minimum of 160 hours designed to bridge the gap between theory and practice by building on the student's academic foundation with in-school experiential learning.

Aspiring Principal Learning outcomes include:

- Analyze instructional needs and allocate resources effectively and equitably
- Facilitate effective curriculum planning and coaching with staff
- Facilitate PLC meetings by promoting critical thinking and problem solving of staff and campus stakeholders
- Data Dive with teachers to analyze and plan action steps with scripted re-teaching.
- Facilitate the use of technology to enrich campus curriculum
- Work collaboratively with leadership teams to develop, implement and evaluate a comprehensive campus professional development plan that addresses needs of staff and aligns with district's initiatives.
- Facilitate professional development of staff that supports instructional strategies for improvement through relevant and researched based best practices of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) and AVID college readiness standards
- Diagnose campus organizational health/morale and implement strategies to provide ongoing support to staff.
- Analyze the implications of various factors which affect teaching and learning such as class schedule, school structure, student culture, and student discipline.

Mentor/Leadership team support includes:

- On site mentors trained to select and assign specific leadership responsibilities to grow candidates leadership capacity.
- Administrative team will meet weekly with mentor and resident to determine leadership supports needed.
- Individualized coaching and mentorship will occur weekly with mentor principals, centered around core leadership competencies.
- Resident will receive leadership coaching using the TPESS instrument as a guide for learning.
- Resident receives performance assessments of best practices for use in reflection and refinement.
- Resident will receive culturally responsive methods to develop leader competencies at the personal, instructional and institutional level.

Statutory/Program Requirements

3. Provide a description of school actions implemented in the 2016-2017 or 2017-2018 school years; or planned for the 2019-2020 school year and beyond. Refer to page 7 of the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines for a list of school actions. Check "Not Applicable" if LEA has not implemented any school actions in the 2016-2017 or 2017-2018 school years or has no plans to implement school actions in the 2019-2020 school year and beyond.

☒ Not Applicable

Statutory/Program Requirements (Cont.)

4. Provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Data-Driven Instruction* provided in Attachment 1.

CISD utilizes the DDI calendar to drive instruction with the powerful actions of assessment, analysis and action. Assessments are created at the beginning of each unit with the end in mind. Staff uses level II and level III questions to assess a standard in more than one way. This impacts instruction by allowing staff to think about instruction and backwards map accordingly. The assessments are submitted to campus principals for approval.

Principals are looking for the following in each assessment:

1. Is the assessment aligned to state standards and the curriculum?
2. Is the assessment aligned to college ready standards?
3. Is there a depth to the questioning and is the standard asked in more than one way?
4. Is it common among the grade level?

Analysis - Eduphoria is utilized to drill down and determine gaps in learning in the following areas:

1. Question level - how did they perform on each question?
2. Standard level - how did they perform on each standard?
3. Student level - how did they perform as an individual?
4. Class level - how did they perform as a class?

To support CISD's college going culture, data walls are designed by class to denote class percentages by those who are college ready "meets", ivy league ready "masters" and those not there yet "approaches" and below. Students are accountable for their own learning through a data tracker or individualized SLOs.

Action - Assessments and data dives are meaningless unless we identify the gaps and script re-teaching. Teachers are asked to conduct a data dive prior to an administrative conference. During the conference teachers reflect on assessment and data while scripting a reteaching plan of action.

5. Provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

The purpose of observation and feedback is to develop teachers, identify trends with instruction and provide professional development to support growth in staff. The leadership team schedules districtwide leadership walks each six weeks as a way to collaborate with one another. Each district leadership walk is designed to note facts only and identify trends. From there the team defines action steps needed to offer teacher support to address trends seen in instruction by way of professional development campus wide or by specific PLCs.

As administrators conduct walkthroughs or observation they are looking to see the following:

1. Are TASKS aligned to standards?
2. Are the standards being taught to the appropriate depth?
3. Is there student accountability?
4. Do you see a gradual release of responsibility?
5. Are the tasks student centered?
6. What depth of question is occurring in conversation from teacher to student?
7. What depth of question is occurring in conversation from student to student?
8. What WICOR {Writing, Inquiry, Collaboration, Organization, and Reading} AVID instructional strategy is being implemented?

CISD is working to refine the area of feedback after an observation by scheduling a weekly feedback meeting prior to a walkthrough. By creating a weekly schedule which allocates time for walkthroughs/observations with immediate feedback to staff, instruction stays a priority. Feedback should be individualized, high leverage with measurable action steps.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

| | | | |
|-------|--|---------|--|
| Group | | Barrier | |
| Group | | Barrier | |
| Group | | Barrier | |
| Group | | Barrier | |

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☐ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☒ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☒ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

| | |
|---|--------|
| 1. LEA's student enrollment | 812 |
| 2. Enrollment of all participating private schools | 0 |
| 3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2) | 812 |
| 4. Total current-year grant allocation | 69,177 |
| 5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit | 0 |
| 6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5) | 69,177 |
| 7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3) | 85 |
| LEA's total required ESSA PNP equitable services reservation (line 7 times line 2) | 0 |

Request for Grant Funds

Number of principal residents participating in the 2019-2020 Principal Preparation Grant Program 1

Matched amount (number of principal residents participating in program x \$15,000) 15,000

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

| | |
|---------------------|--------|
| Salary for Resident | 58,877 |
| | |
| | |
| | |

PROFESSIONAL AND CONTRACTED SERVICES (6200)

| | |
|--|--|
| | |
| | |
| | |

SUPPLIES AND MATERIALS (6300)

| | |
|--|-------|
| Textbooks and Principal Certification Exam | 3,800 |
|--|-------|

OTHER OPERATING COSTS (6400)


| | |
|---|-------|
| TEA Principal Preparation Summer Institute | 1,500 |
| School Vision and Culture (AVID Advancing Leaderships Administrator Strand) Registration and all Travel | 2,500 |
| Leadership (Curriculum or Principal Conference) Registration and all travel | 2,500 |

Total Direct Costs 69,177

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) 69,177

Attachment 1: Leverage Leadership Readiness Assessment

| Leading Data Driven Culture: <i>How would you describe your team's...</i> | |  |
|---|---|---|
| a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)? | 4 | |
| b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching? | 4 | |
| c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs? | 4 | |
| d. Use of a system for creating, implementing, and monitoring aligned lesson/curriculum materials (including "do nows", in-class independent work, and homework) that meet or exceed the rigor of the standards and end-goal assessments? | 4 | |
| e. Ability to recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintains focus on the process throughout the year? | 3 | |
| f. Ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans? | 4 | |
| g. Ability to lead interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching (e.g. using monitoring tools, student work analysis, and classroom observations)? | 3 | |
| h. Ability to hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning? | 4 | |
| i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement? | 4 | |
| j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show? | 4 | |

Attachment 1: Leverage Leadership Readiness Assessment

| Leading Observation Feedback <i>How would you describe your team's...*</i> | | <div> <div>2 - Foundational</div> <div>3 - Proficient</div> <div>4 - Exemplary</div> </div> |
|---|---|---|
| a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers? | 4 | |
| b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized? | 3 | |
| c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching? | 3 | |
| d. Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development? | 4 | |
| e. Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice? | 4 | |
| f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions? | 3 | |
| g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)? | 3 | |
| h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development? | 4 | |
| i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements? | 4 | |
| j. Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"? | 3 | |